



TWO – YEARS TEACHER EDUCATION PROGRAMME-A BLAME OR BOON

Saswati Mishra¹ | Sushovan Koner¹

¹ ABS Academy, Durgapur -713211, West Bengal, India.

ABSTRACT

In the present era scientific breakthrough in the agricultural production, rapid industrialization, urbanization, information and communication technology, electronics, T.V. Computer, automobile, antibiotics and digital technology have contributed an unprecedented changes in all aspects of our life. Accordingly, our society gets drastically change from capitalized to industrial to the knowledge society. This paradigm shift greatly affects upon the teacher education also. Teaching Profession is now under a great challenge. In order to keep equip with the changing face of student's learning teachers should have to adopt with the newer methods, strategies, approaches and improvised techniques to teaching. Recently the curriculum of Teacher Education throughout the country has been drastically changed. It is as per the contemporary global changes, socioeconomic, cultural and political changes along with advancement of technology and information science. A uniform curriculum has been adopted throughout the country as per NCTE, regulations, 2014. These regulations have been framed on the basis of Justice Verma commission's report, NCF-2005 and NCFTE -2009. New innovations like duration of course from one year to two year, reducing burden of theoretical frame works, incorporation of internship program, engagement with field or practicum activities, emphasis on pedagogical aspects of education enriched the curriculum in a greater extent. Here our investigation is to address the effectiveness of newly designed two years Teacher Education program in a comprehensive way.

KEYWORDS: Paradigm Shift, Effectiveness, Teacher Education.

INTRODUCTION:

"The destiny of India is being shaped in her class room"

– Education commission (1964-66)

In fact the future India, the resourceful India will be based on her human resource. And in order to make fruitful the slogan 'Make is India', The teachers community have to play a pivotal role. The vital role played by the teachers is governed by their continuous upgradation and updatetion of knowledge and professional competencies. The professional competencies of young teachers may be enriched through judicious choice of courses in teacher education programme. Keeping this in mind, the entire teacher education programme has been reframed and reconstructed in 2014 as per new regulations of NCTE. A paradigm modification has adopted in all aspects of teacher education in recently designed curriculum. Based on the contemporary global changes, the entre aspects of teacher education follows a new trends. These changes have been well reflected in the post NCTE episodes when emergence of comprehensive documents like National Curriculum Frame Work, 2005, National Curriculum Frame Work for Teacher Education, 2009, Justice Verma Commission's report, 2012 and NCTE regulation, 2014 came into account. Accordingly the field of Teacher Education has been experiencing overflowed ideas for change in the form of regulations, curricular frameworks, and assessment pattern both at school and teacher education levels. The present investigation intends to discuss specifically the changes visualized by the National Curriculum Framework (NCF) 2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, Continuous and Comprehensive Evaluation (CCE), NCTE Regulations 2009 and 2014, and Right to Education Act 2009 and 8ts implication in the field of teacher education. This curriculum possesses some positive and negative aspects. In this Investigation our intension is to find out the effectiveness of the proposed curriculum and to predict possible remedial measures in order to sustain congenial environment of teacher education programme in the country.

OBJECTIVES:

The objectives of the present investigation are:

1. To review the present scenario of Teacher Education Programme in India.
2. To review the curricular aspects of Teacher Education as per NCTE regulations, 2014.
3. To find out the malpractices encountered at the Teacher Education Institutes.
4. To enlist the contributi8ng factors for deteriorating conditions of existing Teacher Education programme.
5. To prescribe some remedial measures for reawakening and upliftment of Teacher Education system in India.

BOON:

1. The programme has enjoyed a better status as the duration has been changed in one year t two year.

2. Student teachers may be oriented to multi-faceted activities concerning to teacher education due to enhancement of duration of the course.
3. Over emphasis has been laid upon hands-on activity or engage with field or practicum which interns may create a joyful learning environment on the part of the learners.
4. Emphasis has also been given upon pedagogical or process aspect of learning (How part) rather than product part (What part) of learning as a consequence sustainable learning will be ensure
5. In order to strengthen school community relationship, community based activity has been introduced curriculum.
6. For enhancing the teaching competency among the teachers duration of internship programme has been increased it will make effective and efficient teachers in future.

BLAME:

1. The Teacher Education Programme has been consuming much time and so the student teachers are losing their patience.
2. Costly afire indirectly it sill assist the investor to increase their profit making business.
3. Many student rules their patience.
4. Student teachers has taken this programme has learning, while learning as a result the main objective of teacher education programme would not be fruitful.

National Curriculum Framework (NCF), 2005:

The National Council of Educational Research and Training developed the NCF 2005 emphasizing the following changes at school level: (a) linking the classroom experiences with community environment, (b) shifting earning from rote memorization to construction of knowledge by active engagement with learning situations though information processing the light of constructivism (c) integrating assessment with the learners classroom life experiences (NCF, 2005) in terms of scholastic and c-scholastic attainments. Thus the changes in teacher education covers the input, process and output aspects.

National Curriculum Framework for Teacher Education (NCFTE), 2009:

The advent of NCFTE 2009 was guide by epistemological shift visualized by NCF 2005, and taking cognizance of changing school contests and demands in the light of RTE 2009, Universalization of Secondary Education its implication to teacher education (Pandey, 2001). The framework envisaged having longer duration of teacher preparation programme which can use adequate item and opportunity to self-study, reflective practice, longer duration of internship, experiencing innovative pedagogical practices both at teacher education institution and school during internship. NCTE Regulations, 2014

The NCTE Regulation 2014 brought the flowing changes: (i) new teacher education programme offered in composite institutions i.e., a higher education institution offering undergraduate or post-graduate programs in liberal arts /humanities / social sciences /sciences /commerce / mathematics, or and instruction offering multiple teacher education programs; (ii) institutions should obtain accreditation from an accreditation agency approved by Council within five years of recognition;

CONCLUSION:

The initiative of NCTE and personal in the newly constructed teacher education curriculum is praise worthy. But the only drawback is that the implementation the curriculum will not be much effective without infrastructural development. Hence NCTE has to monitor the programme in a regular basis. The private enterprise should take initiative for appropriate implementation the programme apart from profit making business. In this connection our government should take proper initiatives for fruitful implementation of programme.

REFERENCES:

1. Gol. (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. NCTE, MHRD. New Delhi; MHRD. Retrieved December 15, 2014.
2. National Curriculum Framework 2005. New Delhi; NCERT.
3. NCERT. (2006). Position Paper: National Focus Group on Examination Reforms. Retrieved December 15, 2014, from NCERT.
4. NCTE. (2009). National Curriculum Framework for Teacher Education. New Delhi: NCTE.
5. NCTE. (2009). NCTE Regulation, 2009. New Delhi: NCTE. Retrieved December 15, 2014.
6. NCTE. (2014). NCTE Regulation 2014. Retrieved December 15, 20014.
7. Pandey, S. (2011). Professionalization of teacher education in India: A critique of Teacher Education Curriculim reforms and its effectiveness.
8. Sonwane, J.R. (2015). TEACHER EDUCATION IN India, IJRAR-International Journal of Research and Analytical Reviews.